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ABSTRACT

Procedures for program development, to take place after needs assessment and the establishment of learner goals and objectives, are described. Three phases are involved in program development: (1) program alternatives are explored; (2) the resources necessary to implement a program are compared to the existing school resources; and (3) process objectives are created to help structure the program's implementation. Seven steps in program development are given: (1) review the product goals and objectives; (2) consider alternative programs in light of the product goals and objectives; (3) develop a program based on the alternatives; (4) identify the necessary resources and compare them to existing school resources; (5) develop measurable process objectives that describe the performance of personnel and other resources in implementing the program; (6) compare the process objectives to the learner outcome objectives; some relationship should exist; and (7) administer the program on the basis of these process objectives. (For related documents, see TM 002 768-69.) (KM)

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PLANNING DOCUMENT III

ROUGH DRAFT

PROGRAM DEVELOPMENT (RESOURCES INVENTORY, PROCESS OBJECTIVE)

TM 002 770

October, 1972

PROGRAM DEVELOPMENT
(Resources inventory, process objectives)

Once learner needs have been identified (Planning Document I), and learner goals and objectives established (Planning Document II), program development can take place. Program development goes through three phases. First, program alternatives are explored; secondly, the resources necessary to implement a program are compared to the existing school resources; and thirdly, process objectives are created which help structure the implementation of the program.

In the first phase, a review of program alternatives that represent potential solutions to the identified needs are reviewed by the principal and his planning group. It is important at this stage that the principal engage the services of the administrative specialist and team leader as these are the important contacts from whom program alternatives can be generated. In our reading comprehension example, the administrative specialist and team leader could provide reading resource personnel who could suggest alternative reading programs to meet the needs of a particular school.

Once the principal and his planning group have decided on a particular program, it is then necessary to describe the resources for implementing the program. This list of necessary resources should then be compared to the school's current resources in order to identify discrepancies. It is this discrepancy figure that represents additional resources.

Once the program is decided upon and the necessary additional resources identified, the program plan for implementation and administration is created.

The primary instrument for administering the programs is called the process objective. Like the product objectives that refer to learner outcomes, the process objective is also behavioral and measurable. However, the process goal refers to how the learner outcome objectives will be attained.

The subject of product goals was always the student; the subjects of process objectives can be the teacher, principal, community - all of whom are means to accomplishing student ends. In our example of the reading program a process objective might be written as follows:

> By October 15, each sixth grade teacher will have reviewed every student's readiness score from the ABD Diagnostic Reading Inventory and assigned him to the appropriate reading group.

Like the product objectives, this process objective also answers the critical question, "Who shall perform at what level under what conditions?" It is through the process objectives that the program is administered. The program is designed in such a way that the accomplishment of all of the process objectives results in the greatest probability of attaining the product objectives. The clearness, precision, relevance of process objectives, is a reflection of the quality of program development.

Just as it was important to limit learner outcome goals and objectives to a manageable number, process objectives can be unnecessarily complicated if they try to enumerate all the means and all the time deadlines in a program. Therefore, process objectives should reflect only the major activities and time constraints in a program.

Finally, process objectives should have at least an indirect relationship to the desired learner outcomes specified in the product objectives. Take, for instance, the following example of a process objective written in the area of building control:

> "The assistant principal will record fewer 1973 monthly incidences of disruptions resulting from non-students than he did in the 1972 school year."

This process objective might reflect an important program element in achieving a learner outcome goal such as "improving the students' in-school conduct". The degree to which a process objective can be "stretched" to fit a learner outcome is a matter of professional judgment as to the relevance of the program activity in meeting the goal. In this particular example, for instance, it might be argued that the present lack of proper in-school conduct is a result of the students' being antagonized by community disrupters. Therefore, it is logical to include as an important element of the program to solve the problems of student conduct, activities planned to assure better building control.

The process objectives should be constructed so that results can be received and analyzed during the school year, so that appropriate program modifications can result while the program is operating. In the above example if monthly reports of disruptions show an increase over the previous year, there is good cause for examining and possibly modifying the program activities designed to insure better building control.

Steps in Program Development:

1. Review the product goals and objectives.

2. Consider alternative programs in light of the product goals and objectives. Utilize your school's administrative specialist and team leader in identifying alternative programs for the planning group's consideration.

3. Develop a program based on the alternatives.

4. Identify the resources necessary to implement the program and compare the necessary resources to the existing school resources. This discrepancy represents the amount of additional resources necessary to implement the program.

5. Develop process, measurable objectives, that describe the performance of personnel and other resources in implementing the program.

6. Compare the process objectives to the learner outcome objectives. There should be a relationship - even if indirect.

7. Administer the program on the basis of these process objectives.